

The Board of Education met in regular session Tuesday, February 10, 2015, at 6:00 p.m. in the Board Room at the Board of Education Office, 201 North Forest Avenue, Independence, Missouri.

Members Present: Mrs. Ann Franklin, President  
Mrs. Jill Esry, Vice President  
Mrs. Denise Fears, Treasurer  
Mr. Greg Finke, Director  
Mr. Blake Roberson, Director

Members Absent: Mr. Ken Johnston, Director  
Dr. Matt Mallinson, Director

Also Present: Dr. Dale Herl, Superintendent  
Dr. Dred Scott, Dr. Lance Stout, Dr. Beth Savidge, Dr. Brad MacLaughlin,  
Dr. Linda Gray Smith, Mrs. Cindy Grant, Mrs. Sherry Potter, Mr. Brent  
Catlett, Mr. Robert Burkey, interested patrons and staff, and Mrs. Annette  
Miller.

The meeting was called to order by the President, Mrs. Ann Franklin and she welcomed guests in attendance. The minutes of the meeting were recorded by the secretary, Mrs. Annette Miller.

Greg Finke made the motion to approve the February 10, 2015 Board of Education Agenda as presented. The motion was seconded by Jill Esry and unanimously approved by the Board of Education.

Mrs. Franklin asked if there were patrons or staff that wished to address the Board of Education in open session.

Gene Hoppe, 16508 Crackerneck Road, Independence, Missouri 64055 addressed the Board of Education regarding the Tax Levy issue on the April 7<sup>th</sup> Election ballot. He stated that in 1785 legislation established the public school system. Historically, he said that bond and levy elections have taken many strategies. Mr. Hoppe asked if yard signs would be available and if so, he would assist in distributing them. He said that patrons have two jobs: one is to vote for the levy, and the other is to ask their current or former Representative why the Independence School District voters are having to provide the funding rather than the State Legislature fully funding the Foundation Formula? Mrs. Franklin thanked Mr. Hoppe for his support of the students and staff in the School District.

Dr. Herl asked Dr. MacLaughlin to introduce the special presentation for this evening's meeting. Dr. MacLaughlin introduced Patrick Layden, current principal of Van Horn High School. Mr. Layden will be the Coordinator of Student Data Management/Residency effective July 1, 2015. He presented information regarding online enrollment and how it will change some of the things the District is currently doing with gathering and using data. He said the overall purpose is to improve experiences for students and parents, bring efficiency and user friendliness to the Power School operations, and insure accuracy of MOSIS and Core Data information. The Admissions Center will be located at Central Office on the lower level and is scheduled to open July 13. The enrollment web site will be updated for the enrollment process which will verify residency, issue bus passes, enter lunch information, review transcript data, and review status of IEP/504 records. The main focus will be on orientation, instruction, and on quality customer service. The goal is when parents/student leave the enrollment process that the only thing left for the school buildings will be to focus on schedule information for the students. The current student re-enrollment process is time consuming with a lot of paper work. The new online process, including residency verification will be much more efficient. The District will send out postcards to families notifying them that they can log into Power School to enroll their students. A centralized data entry system will decrease errors on the MOSIS and Core Data records as one department vs. 25 + buildings will be entering and reviewing the data. The Board was very glad to hear that this centralized enrollment process will be implemented for the 2015-2016 school year.

Dr. Herl discussed the Consent Agenda and said that the Bills amount for the month is standard. He also stated that the motion to let bids for fire extinguisher and elevator service is done every two years.

Denise Fears made the motion to approve the February 10, 2015 Consent Agenda as printed.

1. Minutes – January 13 and 26, 2015 – Regular Sessions
2. Approval of February 10, 2015 List of Bills totaling \$8,918,023.10
3. Personnel Recommendation #14
  - A. Request to Assume Retirement Status (Certificated Staff) at the End of the 2014-2015 School Year.
    1. Steven Fischer, Science/Van Horn High School



2. Louise Cole, Math/Pioneer Ridge Middle School
3. Mary Smith, Physic Education/Blackburn Elementary School
4. Paula Hochstedler, Physical Education/Little Blue Elementary School
5. Susan Pearson, Fifth Grade/Abraham Mallinson Elementary School
6. Denise Alexander, Social Studies/Jim Bridger Middle School
- B. Request to Resign Effective End of the 2014-2015 School Year.
  1. Lindsey Jenkins, Second Grade/Abraham Mallinson Elementary School
  2. Becky Farmer, Fourth Grade/John W. Luff Elementary School
  3. Tanya Hughes, Special Reading/Randall Elementary School
  4. Sara Eggers, Process Coordinator/Truman High School
  5. Jennifer Timlick, Elementary Teacher/Abraham Mallinson Elementary School
- C. Employment of Certificated Staff for the 2015-2016 School Year.
  1. Gail Zachary/English Teacher
  2. Kathryn Osborne, Elementary Teacher
  3. Elaine Jardon, Middle School Math Teacher
  4. Joshua Seeley, Science Teacher
  5. Samuel Hester, Science Teacher
  6. Raymond Williams, Social Studies Teacher
4. Approval to Let Bids for District Fire Extinguisher Service and Elevator Service for the 2015-2016 School Year.

The motion was seconded by Jill Esry and unanimously approved by the Board of Education.

Dr. Herl stated that the School District has only had one snow day at this point and we have been very fortunate with the weather conditions. He reported that a campaign committee for the Levy election has been formed and they had their first committee meeting. The web site address is [www.isdkids.com](http://www.isdkids.com). Comments have been very positive so far. Dr. Herl will be visiting buildings throughout the month along with Dr. Scott and Dr. Stout's help. ISD has the lowest tax levy at the current time and will be the second lowest following the election. The levy increase amount is \$.24 and will cost tax payers approximately \$3.80 per month on \$100,000 average home assessed valuation. The levy increase will be used as follows: \$1.4 million for classroom size reduction; \$100,000 for technology for the Career Academies; and \$500,000 for annual maintenance for HVAC and roofing. The District is serving 1,300 more students with 45 fewer teachers compared to six years ago. Dr. Herl also shared some good news. Based on a modified cost plus insurance plan, the District will receive for the first time a premium rebate check in the amount of \$139,000. Dr. Herl reported that the Legislature has filed over 1,800 bills at this time. The Administration will continue to monitor bills affecting education. He said that Dr. MacLaughlin and the high school principals and assistant principals did an excellent job in presenting information on the Career Academies at the three high schools on February 9th. They answered a lot of questions and the parents seem very excited about this opportunity.

Several new Business Items were presented for the Board of Education's consideration.

Dr. Herl reviewed Item V.1. regarding HVAC work and upgrades to lighting and sound systems. He stated that the Administration is recommending that the Board of Education accept the bid from Trane at a cost of \$1,354,660.00 for a performance management contract to include HVAC work at Jim Bridger Middle School and Procter Elementary School and upgrades to lighting and sound systems at Truman High School, William Chrisman High School, and Van Horn High School.

Blake Roberson made the motion, second by Jill Esry, that the Board of Education approves awarding the Performance Management Services Contract to Trane for a cost not to exceed \$1,354,660.00. The motion was unanimously approved by the Board of Education.

Dr. Herl stated that this is the second and final reading for the changes/additions to Board of Education Policies 2770, 4650, and 7210.

The motion was made by Denise Fears, second by Blake Roberson, that the Board of Education approves this as the second and final reading of changes and additions to Board of Education Policies as presented: 2770, 4650, and 7210. The motion was unanimously approved by the Board of Education. (Pages 10885-10894)

Dr. Herl explained that several Board of Education Regulations are requiring updating due to changes in State and/or Federal laws. The Board Policy/Regulation review team is recommending approval of the updates to Regulations 2875, 4505, 4650, and 4850.

**STUDENTS****Policy 2770****Student Welfare****Seclusion and Restraint****Purpose**

It is the purpose of this policy to:

- Meet the requirements of RSMo 160.263.
- Promote safety and prevent harm to all students, school personnel and visitors in the school district.
- Treat all students with dignity and respect in the use of discipline and behavior-management techniques.
- Provide school personnel with clear guidelines about the use of seclusion, isolation and restraint on school district property or at any school district function or event.
- Promote retention of teachers and other school personnel by addressing student behavior in an appropriate and safe manner.
- Promote parent understanding about state guidelines and district policies related to the use of discipline, behavior management, behavior interventions and responses to emergency situations.
- Promote the use of non-aversive behavioral interventions.

**Definitions:**

“**Authorized School Personnel**” means school personnel who have received annual training in:

- De-escalation practices,
- Appropriate use of physical restraint,
- Professionally-accepted practices in physical management and use of restraints,
- Methods to explain the use of restraint to the student who is to be restrained and to the individual’s family,
- Appropriate use of isolation,
- Appropriate use of seclusion, and
- Information on the policy and appropriate documentation and notification procedures.

“**Assistive technology device**” means any item, piece of equipment or product system that is used to increase, maintain or improve the functional capacities of a child with a disability.



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**“Aversive behavioral interventions”** means an intervention that is intended to induce pain or discomfort to a student for the purpose of eliminating or reducing maladaptive behaviors, including such interventions as: contingent application of noxious, painful, intrusive stimuli or activities; any form of noxious, painful or intrusive spray, inhalant or tastes; or other stimuli or actions similar to the interventions described above. The term does not include such interventions as voice control, limited to loud, firm commands; time-limited ignoring of a specific behavior; token fines as part of a token economy system; brief physical prompts to interrupt or prevent a specific behavior; interventions medically necessary for the treatment or protection of the student. Corporal punishment administered in accordance with state law is not an aversive intervention for the purpose of this policy.

**“Behavior Intervention Plan (BIP)”** sets forth specific behavior interventions for a specific student who displays chronic patterns of problem behavior.

**“Chemical restraint”** means the administration of a drug or medication to manage a student’s behavior that is *not* a standard treatment and dosage for the student’s medical condition.

**“Emergency situation”** is one in which a student’s behavior poses a serious, probable threat of imminent physical harm to self or others or destruction of property.

**“Functional Behavior Assessment”** a formal assessment to identify the function or purpose the behavior serves for the student so that classroom interventions and behavior support plans can be developed to improve behavior. The assessment could include observations and charting of the behavior and interviews with family, teachers, and the student, so as to determine the frequency, antecedent and response of the targeted behavior.

**“IEP”** means a student’s Individualized Education Program as defined by the Individuals with Disabilities Education Act (IDEA).

**“Isolation”** means the confinement of a student alone in an enclosed space room without the use of locking hardware. Isolation also includes the confinement of a student alone in a room with a staff engaged locking system where the student is constantly attended and supervised by district employees through a window or other viewing device, but only in accordance with a student’s IEP, Section 504 plan, or other agreed-upon plan to address a student’s behavior. Isolation does not include supervised in-school suspension, detention or timeout/time away used as disciplinary consequences in accordance with the district’s student discipline code.

**“Law enforcement officer”** means any public servant having both the power and duty to make arrests for violations of the laws of this state.

**“Locking hardware”** means mechanical, electrical or other material devices used to lock a door or to prevent egress from a confined area.



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**“Mechanical restraint”** means a device or physical object that the student cannot easily remove that restricts a student’s freedom of movement of or normal access to a portion of his or her body. This includes but is not limited to straps, duct tape, cords or garments. The term does not include assistive technology devices.

**“Physical escort”** means the temporary touching or holding of the hand, wrist, arm, shoulder or back for the purpose of inducing a student who is acting out or eloping to walk to a safe location.

**“Physical restraint”** means the use of person-to-person physical contact to restrict the free movement of all or a portion of a student’s body. It does not include briefly holding or hugging a student without undo force for instructional or other purposes, briefly holding a student to calm them, taking a student’s hand to transport them for safety purposes, physical escort or intervening in a fight.

**“School personnel”** means

- Employees of a local board of education.
- Any person, paid or unpaid, working on school grounds in an official capacity.
- Any person working at a school function under a contract or written agreement with the school system to provide educational or related services to students.
- Any person working on school grounds or at a school function for another agency providing educational or related services to students.

**“Seclusion”** means the confinement of a student alone in an enclosed space from which the student is physically prevented from leaving by locking hardware. . Seclusion does not include situations where a student is alone in a locked room if the student is constantly attended and supervised by district employees through a window or other viewing device.

**“Section 504 Plan”** means a student’s individualized plan developed by the student’s Section 504 multidisciplinary team after a pre-placement evaluation finding the student is disabled within the meaning of Section 504 and its implementing regulations.

**“Time out”** means brief removal from sources of reinforcement within instructional contexts that does not meet the definition of seclusion or isolation. Time out includes both of the following:

- a) Non-exclusionary time out: removal of reinforcers from the student without changing the physical location of the student (e.g., asking the student to put his/her head down on the desk); and
- b) Exclusionary time-out: removal of the student from participation in an activity or removal from the instructional area.

**Use of Restrictive Behavioral Interventions:**

- **Time-Out**

Nothing in this policy is intended to prohibit the use of time-out as defined in this section.

- **Seclusion**

Seclusion as defined in this policy is prohibited except for an emergency situation while awaiting the arrival of law enforcement personnel as provided for in RSMo 160.263.

- **Isolation**

Isolation, as defined in this policy, may only be used by authorized school personnel, as defined in this policy:

- After de-escalating procedures have failed;
- In an emergency situation as defined in this section; or
- As specified in a student's Individualized Education Program (IEP), Section 504 plan, or other parentally agreed-upon plan to address a student behavior.

Use of isolation requires all of the following:

- The student to be monitored by an adult in close proximity who is able to see and hear the student at all times. Monitoring shall be face-to-face unless personal safety of the child or staff member is significantly compromised, in which case technology-supported monitoring may be utilized.
- The total time in isolation is to be reasonably calculated by District personnel on a case-by-case basis based on the age of the child and circumstances, and is not to exceed 40 minutes without a reassessment of the situation and consultation with parents and/or administrative staff, unless otherwise specified in an IEP or Section 504 Plan or other parentally agreed-upon plan to address a student's behavior.
- The space in which the student is placed should be a normal-sized meeting or classroom commonly found in a school setting.
- The space in which the student is confined is comparable in lighting, ventilation, heating, cooling, and ceiling height to those systems that are in use in other places in the school.
- The space in which the student is placed must be free of objects that could cause harm.

Isolation shall never be used as a form of punishment or for the convenience of school personnel.

- **Physical Restraint**

Physical restraint shall only be used in one of the three circumstances below:

- In an emergency situation as defined in this policy;
- When less restrictive measures have not effectively de-escalated the situation; or



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- When otherwise specified in an IEP, Section 504 Plan or other parentally agreed-upon-plan to address a student's behavior.

**Physical restraint shall:**

- Only be used by authorized school personnel as defined in this policy.
- Only be used for as long as necessary to resolve the actual risk of danger or harm that warranted the use of the physical restraint;
- Use no more than the degree of force necessary to protect the student or other persons from imminent physical harm [or to protect property];
- Not place pressure or weight on the chest, lungs, sternum, diaphragm, back, neck or throat of the student which restricts breathing; and
- Only be done by school personnel trained in the proper use of restraint.

**Any school personnel using physical restraint shall:**

- Use only methods of restraint in which the person has received district approved training.
- Conduct restraint with at least one additional adult present and in line of sight, unless other school personnel are not immediately available due to the unforeseeable nature of an emergency situation.

Physical restraints should never be used as a form of punishment or for the convenience of school personnel.

- **Mechanical Restraint**

Mechanical restraint shall only be used as specified in a student's IEP, Section 504 plan, or other parentally agreed-upon plan to address a student's behavior with two exceptions:

- Vehicle safety restraints shall be used according to state and federal regulations.
- Mechanical restraints employed by law enforcement officers in school settings should be used in accordance with law enforcement policies and procedures and appropriate professional standards.

- **Chemical Restraint**

Chemical restraints shall never be used by school personnel.

Aversive interventions that compromise health and safety shall never be used by school personnel.

**Communication and Training**

- **School Personnel Meeting**

Following any situation involving the use of seclusion, isolation or restraint, as defined in this

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policy, a meeting shall occur as soon as possible but no later than two (2) school days after the emergency situation. The meeting shall include, at a minimum, a discussion of the events that led to the emergency and why the de-escalation efforts were not effective; any trauma reactions on the part of the student, other students or school personnel; what, if anything, could have been done differently; and an evaluation of the process.

- **Parental Notification**

Except as otherwise specified in a student's IEP, Section 504 plan or other parentally agreed-upon plan to address the student's behaviors:

- Following a situation involving the use of seclusion, isolation or restraint, the parent or guardian of the student shall be notified through verbal or electronic means of the incident as soon as possible, but no later than the end of the day of the incident, unless circumstances render it unreasonable or impossible to notify the parent or guardian by the end of the day in which case the parent or guardian shall be notified through verbal or electronic means of the incident no later than noon of the next day.
- The parent or guardian shall receive a written report of the emergency situation within five (5) school days of the incident. The written incident report shall include all of the following:
  - Date, time of day, location, duration, and description of the incident and de-escalation interventions.
  - Event(s) that led up to the incident.
  - Nature and extent of any injury to the student.
  - Name of a school employee the parent or guardian can contact regarding the incident, and contact information for that employee.

- **Staff Training**

School districts shall ensure that all school personnel are trained annually regarding the policy and procedures involving the use of seclusion, isolation and restraint.

**Students with Disabilities**

The foregoing policy applies to all students. However, if the IEP or multi-disciplinary team determines that a form of restraint or isolation or aversive behavior intervention may be appropriate in certain identified and limited situations, the team may set forth the conditions and procedures in the IEP or Section 504 plan. Any use of restraint, isolation or aversive behavior interventions must be limited to what is set forth in the IEP or Section 504 plan unless otherwise provided for in this policy. Before adding the use of restraint, isolation or aversive behavior interventions to an IEP or Section 504 plan, the student must have undergone appropriate assessments to include, but not limited to, a formal functional behavior assessment and a positive behavior intervention plan must be developed, which indicates a plan to eliminate the use of the restraint, isolation or aversive behavior intervention over time.



**Policy 2770****Page 7****Reports on Use of Seclusion, Isolation, Restraint or Aversive Behavior Interventions**

Districts shall maintain records documenting the use of seclusion, isolation, and restraint showing each of the following: when they were used, reason for use, duration of use, names of school personnel involved, whether students or school personnel were injured, name and age of the student, whether the student has an IEP, Section 504 plan, Behavior Intervention Plan (BIP) or other personal safety plan, when the parents were notified, if the student was disciplined, and any other documentation required by federal or state law.

**Applicability of this Policy**

This policy applies to all district school personnel. School personnel assigned to programs not located on district premises (hospitals, detention centers, juvenile facilities, and mental health facilities) shall follow the policy and procedure of the facility/program where they work.

REV. 2/15

**PERSONNEL SERVICES****Policy 4650  
(Regulation 4650)****Performance Evaluation****Communication with Students by Electronic Media**

Employee personal communication with students in all forms including oral and nonverbal ~~shall~~ **must** be professional and respectful and consistent with Board policy. All communications between ~~teachers~~ **employees** and students ~~should~~ **must** be consistent with a teacher-student relationship. Communication shall be deemed to be inappropriate if such communication is sexual in nature, is sexually suggestive, suggests romantic activity with student or students, occurs at an inappropriate time or place, or is otherwise inconsistent with Board policy. Violation of this provision will result in disciplinary action up to and including dismissal.

Communications between employees and students will be primarily direct, oral or written in nature. Employees are strictly prohibited from engaging in Private Electronic Communications with students, as defined in Regulation 4650. As specified in Regulation 4650, the term "Private Electronic Communications" includes communicating with students on social networks, websites, or webpages that are not accessible to the public, e-mailing with students, and texting students. This prohibition does not preclude Private Electronic Communications between employees and their siblings and children who may be district students.

The district will provide official electronic media which may be utilized by teachers and coaches for communication with students for dissemination of school related information (i.e., homework, practice schedules, supplemental instructional material) and for collaborative tasks.



**FACILITIES DEVELOPMENT****Policy 7210****Facilities Construction****Construction Contracts, Bidding and Awards**

All facilities construction projects which exceed an expenditure of \$15,000 shall be advertised once a week for two consecutive weeks in a newspaper of general circulation located in the city or county in which the District is located. In addition to the city or county newspaper, the District may also advertise in business, trade or minority newspapers. Competitive bids shall be solicited according to state law only after the plans and specifications have been approved by the Board of Education. In order to protect the Board of Education, each bidder may be required to submit, with his bid, a bidder's bond in an amount determined by the estimated cost of the project

The construction contract shall be awarded to the best bidder whose bid is in accordance with the Board approved plans and specifications and has provided the required security. The Board reserves the right to waive any informalities in, or reject any or all bids or any part of any bid. No bid for the construction, alteration, or repair of any building shall be accepted if it does not conform to the Board approved plans and specifications.

Whenever two or more proposals or bids of equal amount are the lowest proposals submitted by reasonable bidders pursuant to the advertisement of bids, the Board of Education may award the contract to any one of the bidders as determined by exercise of discretion.

The contractor shall receive monthly payments for the work completed, less a percentage to be determined to ensure completion. The contractor may be required to submit a performance bond and a material and labor bond to the satisfaction of the Board. The final payment shall be made only after acceptance of the project by the Board of Education and completion of the items to be corrected. Lien waivers shall be provided by the contractor and his subcontractors and suppliers.

All pay requests by the contractor shall be approved by the architect prior to submission to the Board of Education for payment.

If a change order is submitted to the architect, approval by the superintendent or designee is required prior to the performance of the work specified in the change order. The change order submitted to the architect must provide the following:

- a detailed description of the change proposed
- the reason for the change
- the original amount contracted
- the amount related to the change proposed
- the total amount of the proposed change is approved

In the event that the change amounts to \$15,000 or more or 5% of the total originally contracted amount, whichever is greater, Board approval is required prior to performance of the work

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described in the change order.

The superintendent/designee or Board must also determine, with respect to any change order submitted and on a case-by-case basis, whether the change proposed warrants rebidding of the project. The following factors must be weighed in order to make a rebidding determination:

1. The increase or decrease in cost related to the change, as compared to the total original amount contracted;
2. Whether the scope of the contract is deemed to have substantially changed due to the change order;
3. Whether the additional work proposed under the change order is sufficiently distinct from the original scope of the project;
4. The location of the work for the proposed change;
5. The time required in order to rebid the project;
6. The deadline for completion of the project and circumstances related thereto; or
7. The cost associated with rebidding the project as compared to the cost associated with approval of the change order.

Change orders which must be submitted to the Board for approval due to the proposed cost of the change pursuant to this policy shall be accompanied by Superintendent's recommendation regarding the necessity for rebidding based on these factors.

If it is determined that the change order should be approved without rebidding, either by the superintendent/designee or by the Board, the approval must be signed and transmitted to the contractor prior to performance. Once the work has been performed, the invoice for the work must be attached to the next pay application submitted to the district and processed normally, unless a contract specifically dictates to the contrary.



Jill Esry made the motion that the Board of Education approves adopting the changes to Board of Education Regulations 2875, 4505, 4650, and 4850 as presented. The motion was seconded by Blake Roberson and unanimously approved by the Board of Education. (Pages 10896-10907)

Dr. Herl explained the options for a lease purchase for the Performance Management Contract for equipment. This is the financial piece that goes with Item V. 1. The Administration is recommending that the Board of Education approve the bid from Commerce Bank for financing of the Performance Management Contract projects. The interest rate is 1.79%, which is very competitive.

Greg Finke made the motion that the Board of Education approves entering into an agreement with Commerce Bank for financing of the Performance Management Contract projects. The motion was seconded by Jill Esry and unanimously approved by the Board of Education.

Dr. Herl stated that the Administration is recommending accepting the bid from Cornell Roofing for partial roof replacement at Henley Aquatic Center, Sycamore Hills Elementary School, Nowlin Middle School, and Van Horn High School; and the bid from Stanger Industries for HVAC improvements at Bryant and Mill Creek Elementary Schools. He said the roofing bid prices came in better than expected even though the HVAC bid was a little higher.

The motion was made by Jill Esry, second by Denise Fears, that the Board of Education approves the bid from Cornell Roofing for partial roof replacement at Henley Aquatic Center, Sycamore Hills Elementary School, Nowlin Middle School, and Van Horn High School for a cost of \$590,779.00 and also approves the bid from Stanger Industries for HVAC improvements at Bryant Elementary and Mill Creek Elementary Schools at a cost of \$671,933.00.

Dr. Herl recommended approval of the bid from Wil-Pav, Inc. for stadium renovation work at Truman High School.

Blake Roberson made the motion that the Board of Education approves the bid from Wil-Pav, Inc. for stadium renovation work at Truman High School for a cost of \$337,880.00. The motion was seconded by Denise Fears and unanimously approved by the Board of Education.

Dr. Herl reviewed bids from various contractors for locker room renovation and athletic bleachers at William Chrisman High School. The Administration is recommending accepting bids from contractors for a total cost of \$364,452.00.

A motion was made by Denise Fears, second by Jill Esry, that the Board of Education approves the bids from contractors for locker room renovation and athletic bleachers at William Chrisman High School, as follows, for a total cost of \$364,452.00.

AT Abatement	\$15,900.00	Dayco Painting, Inc.	\$16,495.00
Larkin Contracting, LLC	\$31,659.00	Carroll Seating Company	\$53,999.00
Doherty Steel	\$ 500.00	Heartland Seating, Inc.	\$14,755.00
Omega Construction Services	\$32,462.00	Edwards McDowell, Inc.	\$65,413.00
Binswanger Glass	\$ 1,200.00	Saladino	\$33,500.00
Dahmer Contracting Group	\$11,890.00	Jackson County Electrical	\$67,000.00
Epoxy Coating Specialists	\$19,679.00		

Dr. Herl said two very good things are happening with tenant leasing. The current tenant is using a larger area and the District let an alternate bid for finishing additional space for future tenant leasing.

Jill Esry made the motion, second by Blake Roberson, that the Board of Education approves the bids from contractors for the Ennovation Center tenant finish for a cost of \$410,605.00 as follows:

DH Pace	\$ 34,000.00	Jayhawk	\$ 10,930.00
PCI	\$102,450.00	Foley	\$ 38,600.00
Campione	\$ 41,775.00	Edwards McDowell	\$109,800.00
MVP Painting	\$ 10,200.00	RF Fischer	\$ 62,850.00

The motion was unanimously approved by the Board of Education.

Dr. Herl reminded the Board of Education that last month (January) they had approved the 2015-2016 school year calendar. This month he is recommending approval of the ten, eleven, and twelve month employee work calendars which are presented annually.

**STUDENTS****Regulation 2875****Student Services****Student Allergy Prevention and Response**

The school nurse shall oversee the administration of these procedures in consultation with the food service director, the School Health Advisory Council (SHAC), the wellness committee, the transportation director, local health authorities and, where appropriate, the special education director or 504 coordinator.

**Definitions**

*Allergen* – A substance that triggers an allergic reaction.

*Allergic Reaction* – An immune system response to a substance that itself is not harmful but that the body interprets as being harmful. Allergic reactions trigger inflammation in the skin (hives, itching, a rash); in the respiratory system (coughing, wheezing, difficulty breathing); in the gastrointestinal tract (vomiting, diarrhea, stomach pain); and the cardiovascular system (lowered blood pressure, irregular heartbeat, shock). Anaphylaxis is another type of allergic reaction.

*Anaphylaxis* – A life-threatening allergic reaction that involves the entire body. It may be characterized by symptoms such as lowered blood pressure, wheezing, nausea, vomiting or diarrhea and swelling and hives. Anaphylaxis may result in shock or death.

*Emergency Action Plan* – An EAP is a written plan for students who have life-threatening conditions, such as an allergy. This plan is designed to inform school district personnel who may be called upon to respond.

*Individualized Health Plan* – An IHP is a document created by the district in cooperation with the parents and, when appropriate, a student's health care provider for students who have specific health care needs. It is a nursing care plan that has student-centered goals and objectives, and describes the nursing interventions designed to meet the student's short and long-term goals.

*Life-Threatening Allergy* – An allergic reaction that is severe enough to potentially cause death.

**General**

Pursuant to Board policy, students must give their medications for the treatment of allergies to the school nurse. Each building will maintain a supply of epinephrine premeasured auto-injection devices for general emergency use only.

**Response to an Allergic Reaction**

Any staff member who becomes aware that a student is having an allergic reaction must:

1. Stay with the student;



**Regulation 2875**  
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2. Notify the nurse immediately or direct another person to do so; and
3. Contact the parents.

If a staff member determines that the allergic reaction is potentially life-threatening the staff member will implement the student's 504 Plan, Individualized Health Plan (IHP) or Emergency Action Plan (EAP) if the staff member is familiar with the plan.

If the student does not have a 504 Plan, IHP or EAP, the staff member is not familiar with the 504 Plan, IHP or EAP or such plan is not immediately available, the staff member will immediately take or direct another person to take the following actions.

1. Call 911.
2. Notify the school nurse or, if the nurse is not available, notify the building administrator.
3. Administer epinephrine, if available, at the direction of the school nurse pursuant to his/her training or designee. If the school nurse is not present, the staff member may administer epinephrine pursuant to his/her transcript, if available, if the staff member determines it is necessary to safeguard the health of the student.
4. Notify the parents.
5. Provide first responders with information about the student's allergy and reaction and any actions already taken.
6. A staff member will remain with the student until a parent/guardian or emergency contact arrives or until the student is transported from the district by first responders.

As soon as possible after the life-threatening allergic reaction, the nurse will consult with the 504 compliance coordinator and the student's parent/guardian to determine whether a 504 Plan or IHP/EAP would be appropriate for the student.

### **Instructional Areas**

No food preparation or consumption will take place in any instructional area unless the instructor has permission from the building administrator. Courses that include food preparation or consumption as a regular part of the curriculum are exempt from this provision, but instructors in these courses have an increased responsibility to monitor student adherence to prevention procedures.

### **Dining Areas**

The school nurse or designee will provide the food service director with a copy of any 504 Plan or IHP that concerns diet, along with a photograph of the student. Any 504 Plan or IHP that requires food substitutions must include a written statement from a licensed physician that:

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**Page 3**

1. Describes the disability or condition.
2. Explains how the student is restricted as a result of the disability or condition.
3. Identifies the major life activities affected by the disability or condition.
4. Lists omitted and permitted substitute foods.

The food service director will provide information to food service personnel as necessary. Food service personnel will not act on individual requests for dietary accommodations. If a student or parent/guardian of a student who does not have a 504 Plan or IHP/EAP on file with the food service director requests an accommodation, he or she will be referred to the school nurse and/or the Section 504 Coordinator for assistance.

The food service director will arrange for all food service staff to be trained in food label reading, cross-contamination avoidance, safe food handling and food item labeling requirements.

If there is any change in the menu after the menu has been posted, the food service director will notify the school nurse or designee. The nurse or designee will notify parents of students with a 504 Plan or IHP/EAP for food allergies, if necessary and applicable.

The principal may designate one (1) or more tables in the dining area as peanut and/or nut-free areas. Any student may use these tables, but may not have any food or beverage that contains or may contain peanuts or other nuts. If any student has been identified as having life-threatening allergies to a food or beverage other than peanuts or nuts, the principal may instead designate one (1) or more tables as allergen-free areas and specify the prohibited foods and beverages. Staff responsible for cleaning dining areas will clean any such designated tables prior to each use according to United States Department of Agriculture (USDA) recommendations using separate cleaning supplies. No student will be required to sit at the designated table.

Staff members supervising dining areas will promote a "no sharing/no trading" environment to prevent students from trading food, beverages or dining utensils.

### **Transportation and Off-Site Activities**

Except as otherwise outlined in this procedure, drivers will not allow students to eat or drink on district transportation unless the student has written permission from his or her building principal. Written permission will be provided if the student has a medical need to consume food or beverages during the time the student is transported. A student who has a medical need to consume food or beverages on district transportation must have an IEP, 504 Plan or IHP that addresses which foods or beverages the student may consume.

Students being transported to and from activities on district transportation may be allowed to consume food and beverages if the staff member serving as sponsor has verified that none of the



## Regulation 2875

## Page 4

students being transported have documented life-threatening food allergies.

Staff members must submit a list of students taking part in off-site activities, such as competitions and field trips, ~~to the nurse at least five (5) days prior to the activity~~ using the Fieldtrip Manager System. The ~~nurse~~ Fieldtrip Manager System will verify which, if any, students have allergies and ~~the nurse will~~ provide ~~the~~ staff ~~member~~ with a copy of the relevant 504 Plans or IHPs or EAPs and any medications that may be needed in the case of an allergic reaction.

**PERSONNEL SERVICES****Regulation 4505****Compensation****Salary Schedules****Certificated Staff**

Employees shall be classified for salary schedule purposes upon issuance of contracts for each school year and shall be placed on the schedule according to their training, experience, position, and any other factors which may be included in the schedule. Contracted employees must request change and submit evidence of additional professional preparation that affects their classification on the salary schedule. Changes in contractual status shall become effective at the beginning of the school year for those who qualify on or before ~~October 10~~ September 1. Those who qualify on or before January 10 will be reclassified on that date and will receive one-half the adopted increase for that school year.

An annual increment when authorized shall be given as long as satisfactory service is rendered.

Increments for teaching experience or the equivalent outside the district may be allowed to a maximum of ten (10) steps. The number of steps to be allowed shall be based on the degree of similarity of such experience and the teacher's assignment within the District. This allowance shall be determined by the Superintendent of Schools and shall be established at the time of first employment in the District.

Allowable credit for active military service shall be one step for each twelve (12) months or major fraction thereof to maximum credit of four (4) steps. Military credit in addition to teaching experience credit shall not exceed five (5) steps.

Personnel entering the system during periods of salary schedule adjustments will not enter the salary schedule above a teacher frozen on a given step with comparable experience.

Personnel returning to the District following a break in service shall receive credit for all accumulated service time in the District and shall be placed on the step of the salary schedule they would have been entitled to for the next year of service had they remained under contract. Teaching experience outside the District during the break in service to this District will not exceed the allowed years referenced in the third paragraph above.



PERSONNEL SERVICESRegulation 4650Performance EvaluationCommunication with Students by Electronic Media

~~Communications between employees and students will be primarily direct, oral, or written (i.e., non-electronic) in nature. Electronic communication is any communication that is facilitated through a computer, cell phone, or any other electronic device or means which allows an employee to have private interactions with students away from District property or District events. This includes communication through social media such as Facebook.~~

“Private Electronic Communication” is any communication, appropriate or inappropriate, that is facilitated through electronic means (including, but not limited to, e-mail accounts, social media, software applications, text/voice/video chat software, websites, webpages, or cell phones) that is not readily and immediately accessible to the public. Examples of Private Electronic Communications include, but are not limited to: sending e-mails to students from any e-mail account including a district e-mail account, texting students, accepting Facebook friend requests from students or sending Facebook friend requests to students, posting on a student’s Facebook wall, sending messages to students through the Facebook messenger, direct messaging students on Twitter, messaging with students via Gchat or other text messaging software, video chatting with students such as through Skype, Google Hangout, or FaceTime, communicating with students through software applications that do not make such communications accessible to the public, and communicating with students through websites or webpages that are not accessible to the public.

Employees ~~may not initiate private, electronic communications~~ are strictly prohibited from engaging in Private Electronic Communications with students unless they have received prior written authorization from building administration or in the case of an emergency. Employees who receive student-initiated, ~~private, electronic communications~~ Private Electronic Communications from students must report such communications to their building principal and copy or blind copy the building principal on any response. ~~Employees who participate in social media shall decline requests from students that are sent to the employee’s personal social media account.~~

This policy does not preclude electronic communication between teachers and their siblings and children who may be district students. ~~Nothing in this Policy shall prohibit the use of electronic communication in cases of emergency or when previously authorized, and nothing in this Policy shall prohibit an employee from using electronic media to communicate with a group of students. This communication shall be from the employee’s District e-mail address.~~

~~The District will provide official electronic media which shall be utilized by employees for communication with students for dissemination of school-related information (i.e., homework, practice schedules, and/or supplemental instructional material). These resources shall be used strictly for instructional, curriculum-based, or educational purposes.~~



**Regulation 4650****Page 2**

"Public Electronic Communication" is any communication consistent with an appropriate teacher-student relationship that is facilitated through electronic means (including, but not limited to, social media, software applications, websites, or webpages) that is readily and immediately accessible to the public. Examples of Public Electronic Communications include, but are not limited to: establishing and communicating with students through websites or webpages that can be accessed by the public, establishing a professional Twitter account that is visible to the public and not protected, communicating with students via public tweets, and establishing a public Facebook page for your class.

Employees are permitted to engage in Public Electronic Communications with students. As set forth in Policy 4650, Public Electronic Communications with students must be professional, respectful, consistent with a teacher-student relationship, and appropriate.

Employees are prohibited from posting pictures or videos of students on social media, software applications, websites, or webpages and from identifying students by name in posts on software applications, websites, webpages, or social media, except student's pictures and first names may be posted where written consent has been obtained as explained below. For example, employees are prohibited from posting pictures of students in the classroom or participating in extracurricular activities on Twitter or on a class webpage and from naming specific students in posts on Facebook or other social media.

If an employee has obtained written consent from the student's parent/guardian or from the student if the student is 18 years old or older, then the employee may post a picture of the student and/or the student's first name only on software applications, websites, webpages, or social media.

Nothing in this Regulation prohibits teachers from utilizing official electronic media provided by the district for communicating with students for dissemination of school-related information (*i.e.*, homework, practice schedules, supplemental instructional material) and for collaborative tasks. These resources shall be used strictly for instructional, curriculum-based, or educational purposes. Such use of electronic communication is encouraged in support of new curriculum and student/teacher standards for educational technology integration.



**PERSONNEL SERVICES****Regulation 4850****Staff Welfare****Staff Dispute Resolution (Grievance Procedure)****A. Definitions**

1. "Grievance" - A claim by an employee or employees that a written Board policy or administrative regulation has been violated or misapplied. This policy is not applicable to the content of performance evaluations nor to decisions for which state statute provides a means of resolving disputes i.e. non renewal, termination, and reduction in force.
2. "Day" - When the dispute resolution policy requires certain action to be taken within a specific number of days, *days* means working days and specifically excludes weekends and school holidays. When counting days, begin with the first day following the event.

**B. Informal Resolution**

1. Employees who believe that a written Board policy, or administrative regulation has been violated, must meet with their immediate supervisor within ten (10) days of the alleged violation.
2. The purpose of this informal conference is to attempt to provide clarification of the issue and, where possible, resolve the dispute.

**C. Formal Process**

1. Step One - Immediate Supervisor - If the dispute is not resolved within four (4) days of the informal conference, the employee may initiate the formal procedure by completing the District Dispute Form and submitting the form to the employee's immediate supervisor.
  - (a) A completed District Dispute Form must be submitted to the employee's immediate supervisor within ten (10) days of the informal conference.
  - (b) Within four (4) days of receipt of the completed District Dispute Form, the immediate supervisor will schedule a meeting with the employee and the employee's representative, if desired.
  - (c) Within ten (10) days of this conference, the immediate supervisor will provide the employee with a written response to the dispute.

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Page 2

2. Step Two - Superintendent's Designee. If the employee is not satisfied with the resolution at Step One, the employee may refer the dispute in writing to the Superintendent.
  - (a) To proceed to Step Two, the District Dispute Form must be submitted to the Superintendent within four (4) days of receipt of the Step One decision.
  - (b) Upon receipt of the District Dispute Form, the Superintendent shall designate a District employee to hear the Step Two dispute.
  - (c) Within four (4) days of receipt of the District Dispute Form, the Superintendent's designee shall schedule a conference with the employee and the employee's representative if desired.
  - (d) Within ten (10) days of the conference the Superintendent's designee will provide the employee with a written response to the dispute.
  
3. Step Three: Review by the Superintendent - If the employee is not satisfied with the resolution of Step Two, the employee may refer the District Dispute Form to the Superintendent for direct review.
  - (a) To proceed to Step Three, the District Dispute Form must be submitted to the Superintendent within four (4) days of receipt of the Step Two decision.
  - (b) Within four (4) days of receipt of the District Dispute Form, the Superintendent shall schedule a conference with the employee and his/her employee representative, if desired
  - (c) Within ten (10) days of this conference, the Superintendent will provide the employee with a written response to the dispute.
  
4. Step Four: Board of Education Review - If the employee is not satisfied with the resolution at Step Three, the employee may refer the District Dispute Form to the Board for their consideration.
  - (a) To proceed to Step Four the District Dispute Form must be submitted to the Superintendent within four (4) days of receipt of the Step Three decision.



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- (b) At the next regular Board meeting following the submission of the District Dispute Form, the Board will consider the dispute and determine whether to conduct a formal review of the dispute.
- (c) If the Board determines that a formal review is not necessary, the decision at Step Three becomes final.
- (d) If the Board determines that a formal review is warranted by the dispute, the Board will set a date for formal review.

Procedures for Formal Review.

- (e) At formal review both parties are entitled to to be represented by legal counsel.
- (f) Procedures for formal presentations of the dispute are determined by the Board in its discretion.
- (g) Within ten (10) days of the formal review, the Board will provide the employee with its written decision.
- (h) The decision of the Board is final and binding on all parties.

D. Miscellaneous Provisions1. Failure to Comply with Timelines

- (a) Failure of an employee to comply with the timelines provided in the procedures above, will result in final rejection of the dispute.
- (b) Failure of the administrator to comply with the timelines provided in the procedures above will result in the dispute being advanced to the next step.

2. Witnesses or Documentation - Neither party to a dispute will be permitted to add witnesses or documentation which was not provided at preceding steps.3. No Retaliation - No employee will be retaliated against for the good faith submission and processing of a dispute under these regulations.

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4. Sexual Harassment or Civil Rights Grievances – The provision does not limit the right of any employee to file grievances under Board Policy and Regulation 4810 – Sexual Harassment, or Policy and Regulation 1310-Civil Rights, Title IX, Section 540.

E. Procedure for Association Claims

1. Informal Resolution – If the Association believes there has been a violation, misinterpretation, or misapplication of any written laws, policy, rules, orders, administrative regulations, procedures, or the association agreement, representations of the Association must meet with the Superintendent prior to filing a formal grievance. The purpose of this information conference is to attempt to provide clarification of the issue and, where possible, resolve the dispute.
2. Formal Process
  - (a) Step One – Superintendent - If the Association believes the dispute is not resolved, they may within ten (10) days initiate the formal grievance procedure by completing a District Dispute Form and submitting the completed form to the Superintendent. Upon receipt, the Superintendent shall again meet with the parties of interest. Within ten (10) days of this meeting, the Superintendent will render a written decision and the reasons for the decision to the Association representatives.
  - (b) Step Two – Appeal to Board of Education – Any appeal of this decision by the employee group shall be made in writing to the Board of Education within ten (10) days following receipt of the decision. The Board of Education shall meet with the parties of interest and render a decision on the appeal and the reasons therefore in writing no later than the close of the second regular Board meeting following receipt of the appeal.

F. Third Party Representation

1. District employees shall have the right to third party representation when asked to meet with a building level administrator and/or an immediate supervisor when/if a professional improvement plan or job threatening written reprimand is to be discussed. This provision shall not apply if the meeting is the first meeting on a particular issue called by the administrator or supervisor and the only persons in attendance are the employee and the administrator or supervisor. This does not include actions that must be taken immediately.



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2. Any subsequent meetings on the same topic, or in which multiple administrators or supervisors are present, or a job threatening professional improvement plan (certificated) or job threatening written reprimand (support staff) is issued shall allow for employee third party representation, if requested by the employee.
3. This representative must either be a district employee or an employee group representative.
4. Meetings which would allow for a third party representative must be scheduled a minimum of 24 72 hours in advance, unless this provision is waived by the employee.
5. The representative may confer with the employee but shall not be a spokesperson for the employee.
6. All parties involved in such meetings shall conduct themselves in a professional manner.
7. The addition of the opportunity for third party representation at the building level does not change an employee's right under current policy to have third party representation at meetings regarding employment issues with district level administration.

Blake Roberson made the motion that the Board of Education approves the proposed ten, eleven, and twelve month employee work calendars as presented for the 2015-2016 year. The motion was seconded by Jill Esry and unanimously approved by the Board of Education. (Pages 10909-10911)

Dr. Herl reported that the FY15 Budget Amendment reflects changes in revenue and expenditure adjustments based on changes in grant allocations and other funding sources.

The motion was made by Greg Finke, second by Denise Fears, that the Board of Education approves the FY15 Budget adjustments as presented. The motion was unanimously approved by the Board of Education. (Page 10912)

Dr. Herl explained that approving the District ordering supplies for the next school year will allow for more competitive prices and schools will have their ordering done early. This year's ordering budget is almost \$1,000,000 less than last year.

A motion was made by Blake Roberson, second by Denise Fears, that the Board of Education approves the preliminary budgets for the 2015-2016 school year for classroom supplies, textbooks, and department supplies as presented for the purpose of encumbering funds for the timely ordering of these items. The motion was unanimously approved by the Board of Education.

There being no further business to come before the Board of Education, Blake Roberson made the motion, second by Greg Finke, to adjourn the meeting and go into executive session for legal, real estate, and personnel issues at 6:44 p.m. The motion was approved as follows:

Ayes: Ann Franklin

Absent: Ken Johnston


Jill Esry

Matt Mallinson

Denise Fears

Greg Finke

Blake Roberson

  
Secretary

  
President



# INDEPENDENCE PUBLIC SCHOOLS 2015-2016 SCHOOL CALENDAR

11 Month (230) Days

JULY 2015					AUGUST 2015					SEPTEMBER 2015					OCTOBER 2015				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
		1	2	3	3	4	5	6	7		1	2	3	4				1	2
6	7	8	9	10	10	11	12	13	14	7	8	9	10	11	5	6	7	8	9
13	14	15	16	17	17	18	19	20	21	14	15	16	17	18	12	13	14	15	16
20	21	22	23	24	24	25	26	27	28	21	22	23	24	25	19	20	21	22	23
27	28	29	30	31	31					28	29	30			26	27	28	29	30
Workdays 8					Workdays 21					Workdays 21					Workdays 22				
Non Workdays 15										Non Workdays 1									
NOVEMBER 2015					DECEMBER 2015					JANUARY 2016					FEBRUARY 2016				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
2	3	4	5	6		1	2	3	4					1	1	2	3	4	5
9	10	11	12	13	7	8	9	10	11	4	5	6	7	8	8	9	10	11	12
16	17	18	19	20	14	15	16	17	18	11	12	13	14	15	15	16	17	18	19
23	24	25	26	27	21	22	23	24	25	18	19	20	21	22	22	23	24	25	26
30					28	29	30	31		25	26	27	28	29	29				
Workdays 18					Workdays 16					Workdays 19					Workdays 20				
Holidays 1					Holidays 1					Non Workdays 2					Holidays 1				
Non Workdays 2					Non Workdays 6														
MARCH 2016					APRIL 2016					MAY 2016					JUNE 2016				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
	1	2	3	4					***1	2	3	4	5	6			1	2	3
7	8	9	10	11	4	5	6	7	8	9	10	11	12	13	6	7	8	9	10
14	15	16	17	18	11	12	13	14	15	16	17	**18	**19	**20	13	14	15	16	17
21	22	23	24	25	18	19	20	21	22	**23	**24	**25	**26	27	20	21	22	23	24
***28	***29	***30	***31		25	26	27	28	29	30	31				27	28	29	30	
Workdays 19					Workdays 20					Workdays 21					Workdays 22				
Non Workdays 4					Non Workdays 1					Non Workdays 1									

## A. Workdays

July	8	Jan	19
Aug	21	Feb	20
Sept	21	March	19
Oct	22	April	20
Nov	18	May	21
Dec	16	June	22

227

## C. Other Observations

Labor Day	1
Thanksgiving	2
Winter Recess	7
Martin L King	1
Spring Break	5
Memorial Day	1

17

All student attendance days that are postponed due to inclement weather will be added to the calendar.

(\*\* are protected as potential student attendance days and will be used first as makeup days in the case of adverse weather)

(\*\*\* are protected as potential student attendance and calendar days and will be used after \*\* days in the case of adverse weather)

## B. Holidays

Thanksgiving	1
Dec. 25	1
Presidents Day	1

## D. Appointment Days

Workdays	227
Holidays	3
	230

3

 Non-Workdays

 Holidays

# INDEPENDENCE PUBLIC SCHOOLS 2015-2016 SCHOOL CALENDAR

10 Month (204) Days

JULY 2015					AUGUST 2015					SEPTEMBER 2015					OCTOBER 2015				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
		1	2	3	3	4	5	6	7		1	2	3	4				1	2
6	7	8	9	10	10	11	12	13	14	7	8	9	10	11	5	6	7	8	9
13	14	15	16	17	17	18	19	20	21	14	15	16	17	18	12	13	14	15	16
20	21	22	23	24	24	25	26	27	28	21	22	23	24	25	19	20	21	22	23
27	28	29	30	31	31					28	29	30			26	27	28	29	30
Workdays 8					Workdays 21					Workdays 21					Workdays 22				
Non Workdays 15										Non Workdays 1									
NOVEMBER 2015					DECEMBER 2015					JANUARY 2016					FEBRUARY 2016				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
2	3	4	5	6		1	2	3	4					1	1	2	3	4	5
9	10	11	12	13	7	8	9	10	11	4	5	6	7	8	8	9	10	11	12
16	17	18	19	20	14	15	16	17	18	11	12	13	14	15	15	16	17	18	19
23	24	25	26	27	21	22	23	24	25	18	19	20	21	22	22	23	24	25	26
30					28	29	30	31		25	26	27	28	29	29				
Workdays 18					Workdays 16					Workdays 19					Workdays 20				
Holidays 1					Holidays 1					Non Workdays 2					Holidays 1				
Non Workdays 2					Non Workdays 6														
MARCH 2016					APRIL 2016					MAY 2016					JUNE 2016				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
	1	2	3	4					***1	2	3	4	5	6			***1	***2	***3
7	8	9	10	11	4	5	6	7	8	9	10	11	12	13	6	7	8	9	10
14	15	16	17	18	11	12	13	14	15	16	17	18	19	20	13	14	15	16	17
21	22	23	24	25	18	19	20	21	22	23	24	***25	***26	***27	20	21	22	23	24
***28	***29	***30	***31		25	26	27	28	29	30	***31				27	28	29	30	
Workdays 19					Workdays 20					Workdays 17					Non Workdays 22				
Non Workdays 4					Non Workdays 1					Non Workdays 5									

## A. Workdays

July	8	Jan	19
Aug	21	Feb	20
Sept	21	March	19
Oct	22	April	20
Nov	18	May	17
Dec	16		

201

## C. Other Observations

Labor Day	1
Thanksgiving	2
Winter Recess	7
Martin L King	1
Spring Break	5
Memorial Day	1

17

All workdays that are postponed due to inclement weather will be added to the calendar  
 (\*\* are protected as potential calendar days and will be used first as makeup days in the case of adverse weather)  
 (\*\*\*) are protected as potential calendar days and will be used after \*\* days in the case of adverse weather)

## B. Holidays

Thanksgiving	1
Dec. 25	1
Presidents Day	1

3

## D. Appointment Days

Workdays	201
Holidays	3
	204



Non-Workdays



Holidays



# INDEPENDENCE PUBLIC SCHOOLS 2015-2016 SCHOOL CALENDAR

12 Month (251) Days

JULY 2015					AUGUST 2015					SEPTEMBER 2015					OCTOBER 2015				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
		1	2	3	3	4	5	6	7		1	2	3	4				1	2
6	7	8	9	10	10	11	12	13	14	7	8	9	10	11	5	6	7	8	9
13	14	15	16	17	17	18	19	20	21	14	15	16	17	18	12	13	14	15	16
20	21	22	23	24	24	25	26	27	28	21	22	23	24	25	19	20	21	22	23
27	28	29	30	31	31					28	29	30			26	27	28	29	30
Workdays 22					Workdays 21					Workdays 21					Workdays 22				
Holidays 1										Non Workdays 1									
NOVEMBER 2015					DECEMBER 2015					JANUARY 2016					FEBRUARY 2016				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
2	3	4	5	6		1	2	3	4					1	1	2	3	4	5
9	10	11	12	13	7	8	9	10	11	4	5	6	7	8	8	9	10	11	12
16	17	18	19	20	14	15	16	17	18	11	12	13	14	15	15	16	17	18	19
23	24	25	26	27	21	22	23	24	25	18	19	20	21	22	22	23	24	25	26
30					28	29	30	31		25	26	27	28	29	29				
Workdays 18					Workdays 16					Workdays 19					Workdays 20				
Holidays 1					Holidays 1					Holiday 1					Holidays 1				
Non Workdays 2					Non Workdays 6					Non Workdays 1									
MARCH 2016					APRIL 2016					MAY 2016					JUNE 2016				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
	1	2	3	4					***1	2	3	4	5	6			1	2	3
7	8	9	10	11	4	5	6	7	8	9	10	11	12	13	6	7	8	9	10
14	15	16	17	18	11	12	13	14	15	16	17	**18	**19	**20	13	14	15	16	17
21	22	23	24	25	18	19	20	21	22	**23	**24	**25	**26	27	20	21	22	23	24
***28	***29	***30	***31		25	26	27	28	29	30	31				27	28	29	30	
Workdays 23					Workdays 21					Workdays 21					Workdays 22				
										Non Workdays 1									

## A. Workdays

July	22	Jan	19
Aug	21	Feb	20
Sept	21	March	23
Oct	22	April	21
Nov	18	May	21
Dec	16	June	22

246

## C. Other Observations

Labor Day	1
Thanksgiving	2
Winter Recess	6
Martin L King	1
Memorial Day	1

11

All student attendance days that are postponed due to inclement weather will be added to the calendar.

(\*\* are protected as potential student attendance days and will be used first as makeup days in the case of adverse weather)

(\*\*\* are protected as potential student attendance days and will be used after \*\* days in the case of adverse weather)

## B. Holidays

Independence Day	1
Thanksgiving	1
Dec. 25	1
New Years Day	1
Presidents Day	1
	5

## D. Appointment Days

Workdays	246
Holidays	5
	251



Non-Workdays



Holidays

## Budget Amendments 15.xls - BOE - February

Fund	Revenue	Expenditures	Change
10 Incidental	167,603.00	1,185,978.01	(1,018,375.01)
13 Textbook	-	5,259.78	(5,259.78)
15 Scholarship	-	-	-
16 Food Service	-	-	-
17 Activity	-	-	-
18 Dental Reimbursement	-	-	-
19 21st Century	-	-	-
General - total	167,603.00	1,191,237.79	(1,023,634.79)
20 Special Revenue	624,767.93	986,079.80	(361,311.87)
30 Debt Service	-	-	-
40 Capital Projects	89,302.00	92,300.00	(2,998.00)
41 QSCB Series 2010B	-	-	-
42 GO Series 2010A	-	-	-
43 GO Series 2011A	-	-	-
44 GO Series 2010C	-	-	-
	881,672.93	2,269,617.59	(1,387,944.66)